

Southfield Public Schools



**Southfield
Public Schools**

Scholars Positioned *for* Success

SECOND GRADE

Curriculum Handbook

Using the Curriculum Guide

This guide is intended to address the continuum of learning as it develops across the grade levels. As children enter second grade, students will continue to build important reading, writing, speaking, and listening skills. Students will build on foundational reading skills, strengthening their ability to read fluently and decode more complex text. They will think, talk, and write about what they read in a variety of texts, such as stories, books, articles, and other sources of information including the Internet. In collaborative discussions, students will learn how to build on what others are saying. They will write to describe an event, provide information on a topic, or share an opinion. In their writing, students will learn how to develop a topic and strengthen their skills by editing and revising. Although there are benchmarks for each grade level, it must be remembered that children progress at paces specific to their abilities and interests.

Therefore, this guide is an overview of the various curriculums and methodologies used to meet the Common Core and Michigan State Learning Standards for each grade level and content area.

CURRICULUM

English Language Arts Program

Southfield Public Schools District has adopted a balanced literacy approach in conjunction with Teachers' College Reading and Writing Workshop. In First Grade, students will build important reading, writing, speaking, and listening skills. Students will continue to learn the letters and sounds that make up words. They will read and listen to stories, articles, and other sources of information. They will practice asking and answering questions about what is read. Students will participate in class discussions by listening and responding to what others are saying. They will think, talk, and write about what they learn. They will write to describe an event, provide information on a topic, or share an opinion. In their writing, students will work on putting together clear sentences on a range of topics using a growing vocabulary. Students learn literacy skills during authentic reading and writing experiences.

The instructional framework includes the following components:

- ★ Reading aloud to children to model appropriate strategies and thinking about books and to expose children to a wide range of literature.
- ★ Shared reading which demonstrates the process of reading, which provides the opportunity to participate and behave like a reader while building a sense of story and ability to predict.
- ★ Guided reading provides the opportunities to problem solve while reading for meaning, to use strategies on extended texts, and for teacher guidance, demonstration, and explanation.
- ★ Independent reading allows time for practicing what is taught during mini-lessons, read-alouds, shared reading and guided reading.
- ★ Shared writing demonstrates how writing works to enable children to compose messages and stories.
- ★ Interactive writing allows children to "share the pen" with the teacher to construct texts. The teacher demonstrates the concepts of print, early

writing strategies and how words work and allows children to hear sounds in words and connect with letters.

- ★ Independent writing allows time for practicing what is taught during the mini-lessons and encourages students to write about a topic that interests them, within a specific genre, using mentor texts and models as a guide.

The Common Core Learning Standards in the English Language Arts state that children will read, write, listen, and speak for:

- ★ Information and understanding
- ★ Literary response and expression
- ★ Critical analysis and understanding
- ★ Social interaction

The expectation is that students will “read a minimum of 25 books or the equivalent per year across all content areas and standards” and will “write on a daily basis across all content areas and standards.”

Reading

To support children in the meeting of these standards, second grade students will read from informational texts, beginning with picture books, experience charts, classroom displays, charts and posters and progress to books, children’s magazines, age-appropriate reference materials, and electronic -based texts. Using these informational texts, children will move along the continuum of developing skills:

- ★ Distinguish between vowels and consonants
- ★ Recognize the different sounds that make up a word
- ★ Recognize letter/sound correspondence (phonetic awareness)
- ★ Recognize that words consist of a combination of sounds (phonemic awareness)
- ★ Monitor own reading by applying strategies such as sounding out letters, using context, grammar, picture clues and rereading to determine meaning
- ★ Read aloud with expression and fluency
- ★ Use computer software to support early reading development
- ★ Identify purpose for reading

- ★ Use decoding strategies, such as sounding out words, comparing similar words, breaking words into smaller words, and looking for word parts (root words, prefixes, and suffixes)
- ★ Apply corrective strategies, using classroom resources such as teacher, peers, and reference tools
- ★ Read with attention to sentence structure and punctuation to assist in comprehension
- ★ Engage in independent silent reading
- ★ Determine the meaning of unfamiliar words by using context clues and other resources
- ★ Read with increasing fluency and confidence from a variety of texts

The Big 5: Key Concepts for Learning to Read

Concept	Definition	Classroom/Home Activities
Phonemic Awareness	Means knowing that spoken words are made up of smaller parts called phonemes. Teaching phonemic awareness gives students a basic foundation that helps them learn to read and spell.	<ul style="list-style-type: none"> • Recognizing which words in a set of words begin with the same sound ("Bell, bike, and boy all have /b/ at the beginning.") • Breaking, or segmenting a word into its separate sounds ("up - /u/, /p/.")
Phonics	Phonics teaches students about the relationship between phonemes and printed letters and explains how to use this knowledge to read and spell.	<ul style="list-style-type: none"> • Teach students to match the letters in their names with the sounds in their names. • Write letters on pieces of paper and put them in a paper bag. Let your children reach into the bag and take out letters. Have them say the sounds that match the letters

<p>Fluency</p>	<p>Fluency means being able to read quickly, knowing what the words are and what they mean, and properly expressing certain words - putting the right feeling, emotion, or emphasis on the right word or phrase.</p>	<ul style="list-style-type: none"> • Reread favorite books • Repeat, repeat, repeat. Read stories over, and over, and over again.
<p>Vocabulary</p>	<p>Teaches students how to recognize words and understand them.</p>	<ul style="list-style-type: none"> • Using the dictionary to teach word meanings and asking students to use those words in sentences during class participation. • Offer a simple, kid-friendly example that makes sense within their daily life: Remember that really big watermelon we got at the grocery store? That was an <i>enormous</i> watermelon!
<p>Comprehension</p>	<p>Teaches specific strategies students can use to help them understand what they are reading.</p>	<ul style="list-style-type: none"> • "Right There" Questions found right in the text that ask students to find the one right answer located in one place as a word or a sentence in the passage. • "Think and Search" Questions based on the recall of facts that can be found directly in the text. Answers are typically found in more than one place, thus requiring students to "think" and "search" through the passage to find the answer.

Writing

The competencies that second grade students are expected to develop as they learn to write include to:

- ★ Use spacing between letters and words when writing on a line
- ★ Describing in their own words information learned from articles or books read aloud
- ★ Working together to gather facts and information on a topic
- ★ Writing about a short series of events and describing actions, thoughts, and feelings
- ★ Writing about opinions on books using important details and examples to support a position
- ★ Spell high frequency words correctly
- ★ Put words together in sentence format
- ★ Use beginning of sentence capitalization and end punctuation
- ★ Use classroom resources (word walls, picture dictionaries, teachers, peers) to support the writing process
- ★ Begin to develop a voice in writing
- ★ Use correct verb tense
- ★ Use varied vocabulary and sentence structure
- ★ Write sentences in logical order and paragraphs to develop ideas
- ★ Use a format that reflects beginning, middle and end
- ★ Use computer software to support development of early writing skills



In Grade Two, students will read stories and poems. Additionally, they will read to learn information about history, the world, science, and other areas.

Writing tasks in Grade Two may include Narrative, Informational, and Opinion pieces. Please review the grid below to see a few examples of how your child will develop important writing skills across grade levels.

Grade One Writing	Grade Two Writing	Grade Three Writing
<ul style="list-style-type: none">• Students name a topic and supply some facts about the topic.• Students provide some sense of closure.	<ul style="list-style-type: none">• Students introduce a topic and use facts and definitions to develop points.• Students provide a concluding statement or section.	<ul style="list-style-type: none">• Students introduce a topic and use facts, definitions, and details to develop points.• Students provide a concluding statement or section.• Students group related information together.• Students use linking words and phrases to connect ideas, such as <i>also</i>, <i>another</i>, and <i>but</i>.

K-5 District Literacy Resources:

- Fountas and Pinnell Classroom
- Heggerty Phonological & Phonemic Awareness by Literary Resources
- [i-Ready Central Resources | Family Center - Home](#)
- Learning Ally

CURRICULUM

Social Studies Program

The aim of Social Studies is the promotion of civic competence - the knowledge, intellectual processes, and democratic dispositions required of students to be active and engaged participants in public life. Civic ideals and practices enable students to learn about the rights and responsibilities of citizens of a democracy, and to appreciate the importance of active citizenship.

The revision of the Social Studies curriculum which currently reflects the *Michigan State Social Studies Standards*. The revision process is being guided by the newly issued *College, Career, and Civic Life (C3) Framework*, and is supported by the Michigan State Board of Education. To view the entire document that explains the C3 Framework, please visit: <http://www.socialstudies.org/c3>

Grade Two Focus of Study- My Community and Other United States Communities

- ★ My community and region today (urban, suburban and rural)
- ★ Physical environment (geographical and environmental features)
- ★ Human and natural resources and how they are used
- ★ Economic decision-making (collecting and using taxes)
- ★ Rights, responsibilities, and roles of citizenship (citizens can participate in decision making, problem solving and conflict resolution)
- ★ People making and changing rules and laws (elected and appointed leaders)

HISTORY: Individually and collaboratively, students will engage in planned inquiries to investigate the past in their own and other communities.

GEOGRAPHY: Individually and collaboratively, students will engage in planned inquiries to investigate ways in which people interact with their community's environment and consequences of those interactions. Students will compare the human and physical characteristics of urban, suburban, and rural communities and explore human and natural resources and how they are used.

CIVICS AND GOVERNMENT: Individually and collaboratively, students will engage in planned inquiries to investigate how local government affects people living in a community.

ECONOMICS: Individually and collaboratively, students will engage in planned inquiries to investigate economic activity (collecting and using taxes) in their own and other communities.

PUBLIC DISCOURSE, DECISION MAKING, AND CIVIC PARTICIPATION: Individually and collaboratively, students will explore the rights, responsibilities, and roles of citizenship (citizens can participate in decision making, problem solving and conflict resolution) and analyze how people make and change rules and laws.

K-5 District Social Studies Resources:

- SAVVAS MyWorld Interactive
- BrainPOP and BrainPOP Jr.
- Newsela (for Grades 3-5)

CURRICULUM

District Math

Second Grade Overview

In second grade, students continue to learn to use mathematics as a means to describe and make sense of the world around them. Students do this, in part, by using a variety of representations (e.g., concrete manipulatives, drawings, story contexts, etc.) to help them solve mathematical problems, including those with real world contexts. Throughout the year students practice using these representations, as well as others including data displays, to communicate their mathematical reasoning to others. Students should be regularly listening to one another's ideas in order to add on to, revise, or clarify thinking. Second graders are also expected to be able to divide (partition) shapes into thirds, a less familiar part than the halves and fourths they used in first grade. Other significant shifts from first to second grade include the use of standard measurement tools (e.g., rulers, yardsticks, meter sticks, measuring tapes), telling time to the nearest five minutes, generating data to represent and discuss, and work with equal groups of objects to gain foundations for multiplication.

District Math Resources

- Curriculum Resource: [enVision Mathematics K-5](#)
- Supplemental Resource: [BrainPOPJr](#)

	Months	Topic
Quarter 1	September - October	1. Strategies for finding addition and subtraction facts 2. Show even and odd numbers, arrays and repeated addition 3. Strategies for adding numbers to 100 4. Strategies for adding numbers to 100
Quarter 2	November -January	5. Strategies for subtracting numbers to 100 6. Strategies for subtracting numbers to 100 7. Solve word problems that use adding and subtracting 8. Solve problems about counting money or telling time to the nearest 5 minutes

Quarter 3	January -March	9. Count, read, and show numbers to 1,000 10. Strategies for adding numbers to 1,000 11. Strategies for subtracting numbers to 1,000 12. Measure length
Quarter 4	April - June	13. Shapes described, compared, and broken into parts 14. Add and subtract lengths 15. Line plots, bar graphs, and picture graphs be used to show data and answer questions

CURRICULUM

Science

The SPS Science program includes unit lessons aligned with the Next Generation Science Standards (NGSS) which include learning in Life Science, Earth and Space Science, and Physical Science. It is well known that we learn by doing, and with the adoption of 3 Dimensional learning, Science learners engage in lessons that are rich in content and practice. The Science Department creates, promotes, and supports a rigorous, engaging, and hands-on curriculum that sparks student curiosity, allows students to be active participants in their own learning. Our goal is that all students:

- Are curious, and have an appreciation for discovery and science
- Feel actively involved in the classroom learning community
- Deeply understand key scientific concepts that will have real world connections
- Can think critically and communicate effectively about science

District Science Resources

K-5 District Science Resource [Mystery Science](#)

Supplemental Science Resource [Brainpop](#)

Animal Biodiversity

• 2-LS4-1 • K-2-ETS1-1 • K-2-ETS1-2 • K-2-ETS1-3

In this unit, students begin to develop an understanding of the world's animal biodiversity. They explore animal classification and the traits that define each group. Students then turn their focus to habitats and how the surrounding environment affects what organisms live in a particular environment.

Plant Adaptations

• 2-LS2-1 • 2-LS2-2 • 2-LS4-1 • K-2-ETS1-2 • K-2-ETS1-3

In this unit, students continue to explore the needs of plants through hands-on investigations. They explore why and how plants disperse their seeds, what those seeds need in order to grow, and what the adult plants need in order to survive and thrive.

Erosion and Earth's Surface

• 2-ESS1-1 • 2-ESS2-1 • 2-ESS2-2 • 2-ESS2-3 • K-2-ETS1-1 • K-2-ETS1-2 • K-2-ETS1-3

In this unit, students explore how water shapes the Earth's surface. Students construct and use models of mountains to demonstrate that water flows downhill, and in the process, transforms huge rocks into the tiny grains of sand we find at the beach. Students also construct and use model hills to determine the causes of erosion, and to design solutions to problems caused by erosion.

Material Properties

• 2-PS1-1 • 2-PS1-2 • 2-PS1-3 • 2-PS1-4 • K-2-ETS1-1 • K-2-ETS1-2 • K-2-ETS1-3

In this unit, students explore the properties of materials and matter! They describe and classify different types of materials by properties like hardness, flexibility, and absorbency, and they investigate how those properties are useful in meeting basic human needs (such as clothing and cooking). They also investigate how heating and cooling affect the properties of materials.